**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 4-4 Subtraction: Introducing Subtraction Number Sentences** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? | Subtract  Difference  Minus sign |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  New Vocabulary Words-subtract, difference and minus sign   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   MARZANO  Day 1- subtract, difference and minus sign-teach individually  “These are the words; subtract, difference and minus sign. Repeat the word.”  “Turn to your neighbor and tell your neighbor what you think subtract is, difference is, the minus sign is.”  “I use these words to help me discuss what I can do to a number when I take away part of the number.”  “Subtract is something I do when I take part of a whole away.”  “Difference is what you have left when you take away part of the whole.”  “The minus sign is a symbol (-) used to show we are taking away or subtracting an amount from the whole.”  “Write in your journal your own definition of what subtract, difference, and the minus sign is.”  Day 2-  “Turn to your neighbor and tell your neighbor what subtract is? Difference is? And the minus sign is?”  Use visual objects (students, etc.) for each vocabulary word.  Day 3-  “Draw a picture in your journal to illustrate subtract, difference, and minus sign.”  Day 4-  “Discuss and give examples of synonyms and antonyms for subtract, difference and the minus sign.”  Day 5-  “Partner up and find a daily example of subtract, difference and the minus sign.”  Day 6-  Incorporate words into your word wall.  Play 5 questions to each vocabulary word. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Materials:* Unifix cubes (9 for each student) Math journal  Students will display their 10 fingers. They will be asked to take away various amounts from 10 as the teacher models it her/himself to the class. They will calculate how many fingers they have left. Use the vocabulary words, subtract and difference while discussing and explaining. Once the class has done this as a whole they will go back to their seats and have 9 unifix cubes each at their seat. The teacher will instruct them to take away various amounts of the cubes and be able to figure how many cubes are remaining. They will again use the same vocabulary. Students can work in partners to repeat the activity. During whole group and partner work, teacher will use higher-order thinking questions for better understanding such as;  “How did you get your answer?”  “Explain your thinking.”  “How do you know?”  “Is there a different way to get that answer?”  “Explain how you knew that.”  “Show me how you did that.”  “When would you use this math?”  “Do you think it always works?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * + *Visual Learning Animation* (on-line or CD)   Show your students the animation (group of 8) on-line and discuss the problem. Take other examples with the group of 8 and take away other digits (1,2, etc.). Model to the students how to write the representational number sentence bringing in the vocabulary words of subtract, the difference and the minus sign.  Guided Practice (teacher checking for understanding)-Work through various problems together. Students can continue this process with a partner. Students will record their work in their math journals with pictures and words. Remind students that the total number of cubes minus the number of cubes they see is the missing part or difference.  If Most students struggle with this activity, go back to the concrete stage of the lesson and reteach. Teacher circulates using the above questions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students will be given problems provided on the document camera or whiteboard. They will be asked to record their work in their math journals. Students will write the subtraction sentences that represent their problems. Once they have completed this work they will be able to work as partners to do various problems writing their answers on whiteboards. Students will gather as a whole group and share their work with the class. Higher-order thinking questions will be asked to check their understanding (see above questions). | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * + See Envisions Chapter 4 Teacher Resource Packet Enrichment 4-4. Have the students record the problems in their journals. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| See Envisions Center Activities from Spiral Book (4-4). | |
| **HOMEWORK** | |
| Send home center activity if desired to practice and reinforce skills. | |